Collaborative Storytelling for Chinese High School EFL Learners

Group 4 - Linying, Fang, Xintong
Problem
Chinese students do not do well in speaking and writing.

Reasons:
1) lack of language environment;
2) lack of emphasis of speaking skills;
3) lack of real context and contents to practice oral English;
4) boring writing exercise.

+ Strengths: strong grammar knowledge; better at reading.
Target Audience

Chinese High School English as Foreign Language (EFL) Learners

They have the prerequisite knowledge:

- Basic English speaking and writing skills
- Vocabulary skills:
  - Be able to look up new words and pronounce them according to phonetic symbols;
  - Be able to infer the meaning of words within context
- Reading: basic comprehension skills
- Listening:
  - Listening for basic comprehension;
  - Listening for pragmatic understanding;
  - Connecting and synthesizing information
Objectives

To practice English speaking and writing skills and apply them in real, engaging settings

1. Students can use given words to promptly speak complete, correct and meaningful sentences;
2. Students can summarize and paraphrase a story in written form;
3. Students understand how to develop a story and can write cohesive stories;
4. Students can self-study new words using dictionaries;
5. Students can apply new words in speaking and writing;
6. Students can collaborate with others and know how to prioritize tasks.
7. Students learn to act out a story with role-play.
Once Upon a Time

for speaking

a game in which the players orally create a story together, using cards that show typical elements from fairy tales
### Description of Lesson - Overview

<table>
<thead>
<tr>
<th>Month 1</th>
<th>Month 2</th>
<th>Month 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students play Once Upon a Time in class every week, to get familiar with Thumbscribes.com and Once Upon a Time.</td>
<td>Students play Once Upon a Time in class, write sequels after class, and present their stories, to improve their speaking and writing skills.</td>
<td>Students rehearse and act out their favorite stories, to strengthen their speaking skills.</td>
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</tbody>
</table>
# Description of Lesson - Details

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Month 1</th>
<th>Month 2</th>
<th>Month 3</th>
</tr>
</thead>
</table>
| 1. introduction (10mins)  
2. learn new words (5mins)  
3. play Once Upon a Time (25mins)  
*homework recap the story on Thumbscribes.com* | 1. feedback (10mins)  
2. learn new words (5mins)  
3. play Once Upon a Time (25mins)  
*homework write sequel* of the story on Thumbscribes.com | 1. choose a favorite sequel and revise it to a play as a group;  
2. rehearse the play and ask teacher for feedback/advice during the process |

<table>
<thead>
<tr>
<th>Week 2</th>
<th>Month 1</th>
<th>Month 2</th>
<th>Month 3</th>
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</thead>
</table>
| 1. feedback (10mins)  
2. learn new words (5mins)  
3. play Once Upon a Time (25mins)  
*homework*  
1. recap the story on Thumbscribes.com;  
2. make new cards | 1. present the story as a group (30mins)  
2. summary and feedbacks (10mins) | |

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<tr>
<th>Week 3</th>
<th>Month 1</th>
<th>Month 2</th>
<th>Month 3</th>
</tr>
</thead>
</table>
| 1. feedback (10mins)  
2. learn new words (5mins)  
3. play Once Upon a Time (25mins)  
*homework*  
1. recap the story on Thumbscribes.com;  
2. make new cards | 1. feedback (10mins)  
2. learn new words (5mins)  
3. play Once Upon a Time (35mins)  
*homework*  
write sequel of the story on Thumbscribes.com | *the play can be 20-30 minutes* |

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<thead>
<tr>
<th>Week 4</th>
<th>Month 1</th>
<th>Month 2</th>
<th>Month 3</th>
</tr>
</thead>
</table>
| 1. present the story as a group (30mins)  
2. summary and feedbacks (10mins) | | present the play to the school/grade |
Learn new words & Recap stories

Learn new words:

- students look up the new words from the game cards in a dictionary.
- students will write down their own vocabulary list on a notebook

Recap stories:

- Each student will write a recap of the story formed during the game by their group
  (Each student needs to write a full recap rather than one recap for the whole group so that they can practice summary skills)
- Teacher and other students will give him/her feedback and comments
Write sequels

- Each student writes at least 2 paragraphs.
- Must use all the new words learned during the game.
- Each student also needs to “suggest edit” at least 3 paragraph outside his/her own group, focusing on grammatical errors and the usage of words, sentences, etc.
- Later on after all the stories are finished, the teacher can use the “suggest edit” tool to check the grammatical errors of students’ stories.
- Students can “like” the stories and upvote the paragraphs. (Avoid downvoting)
Strengths of our curriculum—Literature Review

1. Benefits of Storytelling

- Stories provide comprehensible input and output that facilitates language acquisition.
- The process is enjoyable for both teachers and learners.
- Storytelling emphasizes a positive, collaborative, and supportive classroom learning environment.
- Encourages their imagination and cooperation.
- Encourages their oral expression and improves their oral communication skills.
- An improvement of general language proficiency in listening comprehension, speaking, reading, and writing.


Strengths of our curriculum—Literature Review

2. Game-based learning

- Games are motivating and challenging.
- Learning a language requires a great deal of effort. Games help students to make and sustain the effort of learning.
- Games can remove boredom without sacrificing repetition that is necessary for successful learning of language elements, especially grammar.
- Games provide language practice in the various skills—speaking, writing, listening and reading.
- They encourage students to interact and communicate.
- They create a meaningful context for language use.
- Once Upon a Time supports higher-order thinking, i.e. the synthesis level of Bloom’s Taxonomy, as they plan, organize, create and develop their own stories.

Example

An example of the gameplay
An example of Recap on ThumbScribes

But then the witch saw how beautiful Catherine was and was so jealous of her beauty. She said to Catherine that if she is willing to treat her beauty with her, she will help her brother. Because Catherine loved her little brother so much, she immediately replied yes. Then the witch cast a spell on Catherine saying that she won’t return beautiful again unless someone loves her despite her appearance. Although Catherine’s brother was healed, Catherine became really ugly and was so ashamed to return back to her family.
An example of Teacher feedback of Recap on ThumbScribes

But John recognized the ring he gave to her and said to her that no matter how you look, I will continue loving you. Catherine was so moved and finally revealed her true identity to John. The spell was then gone and they got married.

An interesting story! Reminds me of "The Little Mermaid" and "Beauty and Beast"! Overall your language use is clear and can be easily understood. Good transition between sentences and paragraphs. But you need to pay more attention to your tenses, especially within clauses. (See my suggestions for each paragraph. Click "show difference" to see the places I corrected.) Good job!
Once upon a time, there was a beautiful girl called Catherine. Although her family was very poor, they loved each other very much. One day her little brother Jack was very sick. One doctor told Catherine that only the ugly witch living in the forest can heal her brother. However, the doctor said the witch is very evil and most likely won't help her brother. But Catherine still went to the forest hoping to convince the witch to heal her brother. At first, when Catherine found the witch and asked for her help, the witch refused.

But then the witch saw how beautiful Catherine was and was so jealous of her beauty. She said to Catherine that if she is willing to treat her beauty with her, she will help her brother. Because Catherine loved her little brother so much, she immediately replied yes. Then the witch cast a spell on Catherine saying that she won't return beautiful again unless someone loves her despite her appearance. Although Catherine's brother was healed, Catherine became really ugly and was so ashamed to return back to her family.

When John, the shepherd and Catherine's lover, found that Catherine was missing, he went to seek the witch. The witch told John that Catherine had became an ugly woman and he should forget about her. After hearing this, John was so angry and sad, and he fight with the witch and killed the witch eventually. John began to look for Catherine and found her living besides a lake. Catherine was so ashamed when John saw her. She denied that she was Catherine.

But John recognized the ring he gave to her and said to her that no matter how you look, I will continue loving you. Catherine was so moved and finally revealed her true identity to John. The spell was then gone and they got married.
An example of Sequels on ThumbScribes

Example of Sequels_Group 4
by fall2015idet11, fall2015idet16
co-create now! - 2 authors - 4 contributions of 300 - 38 views

1

After Catherine and John got married, they had a baby and named her Lily. Lily was not only very cute, but also smart. Everyone in the town loves her. Catherine and John were very grateful and happy for having such a wonderful daughter, but they did not know that something bad was gonna happen.

1 suggestions

fall2015idet10 suggested a change

After Catherine and John got married, they had a baby and named her Lily. Lily was not only very cute, but also smart. Everyone in the town loves her. Catherine and John were very grateful and happy for having such a wonderful daughter, but they did not know that something bad was gonna happen.
An example of Teacher feedback on ThumbScribes

After spending ten years of training little Lily to become a witch, Sean found that Lily brought her so much joy and he fell in love with her. Finally, Sean let go of his revenge and decided to take her back to her parents because Lily missed her parents so much. The couple also forgave Sean for what he has done when they saw their daughter was well raised.

What a nice happily ever after ending! Your story is overall well developed, and demonstrates good language use. It is very interesting to read! No major grammatical errors, except some misuse of tenses. (See my edit suggestions for the paragraphs)

Good job!
Evaluation

1. Formative Assessment
   ● As assessment expert Paul Black put it, “When the cook tastes the soup, that’s formative assessment. When the customer tastes the soup, that’s summative assessment.”

   ● Include: Self-assessment, Peer Assessment, teacher’s feedback

   ● Teacher feedback
     ○ Addressing common mistakes in class
     ○ Provide personalized feedback to students’ written assignment on ThumbScribes

   ● Self-Assessment
     ○ Self evaluation after playing the game
     ○ Self reflections on other students’ feedback and comments
     ○ Self evaluation after performing the play

   ● Peer Assessment
     ○ where learners can evaluate and provide feedback on each other’s work. This technique has been shown in many studies to result in accurate feedback for the learner and a valuable learning experience for the grader.
     ○ Provide feedback and comments for each other’s posts, presentation and final play
## 2. Performance Task Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Poor 0pts</th>
<th>Fair 1pts</th>
<th>Good 3pts</th>
<th>Excellent 5pts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clarity</td>
<td>Speech was awkward and incomprehensible at all times.</td>
<td>Speech was awkward and incomprehensible to understand some of the time.</td>
<td>Speech was awkward at times but always understandable.</td>
<td>Speech was clear and comprehensible at all times.</td>
</tr>
<tr>
<td>Pronunciation</td>
<td>Student's pronunciation was incomprehensible.</td>
<td>Student's pronunciation made understanding difficult.</td>
<td>Student's pronunciation was understandable with some error.</td>
<td>Student's pronunciation was like a native speaker.</td>
</tr>
<tr>
<td>Fluency</td>
<td>Student was unable to speak during the role play.</td>
<td>Student showed great difficulty in performing the role play, but was able to complete the task.</td>
<td>Students was able to perform the role play with little difficulty.</td>
<td>Students were able to perform the role play clearly with no difficulty.</td>
</tr>
<tr>
<td>Comprehension</td>
<td>Student was unable to follow cues, requiring a lot of repetition and help from partner/teacher.</td>
<td>The student was able to follow cues but needed some help from their partner/teacher.</td>
<td>The student understood the cues and responses required of her almost all the time. Able to self-correct.</td>
<td>The student fully understood the cues and responses required for the role play.</td>
</tr>
<tr>
<td>Tone and Intonation</td>
<td>Student lacked tone and intonation completely. Speech was robotic and monotonous, showing no emotion or inflection at all.</td>
<td>Student showed little change in tone and intonation. Speech was slightly robotic, showing very little emotion or inflection.</td>
<td>Student showed good use of tone and intonation, however, the tone or intonation was inappropriate for the context at times.</td>
<td>Student showed excellent use of tone and intonation. Both tone and intonation were appropriate for the context of the role play.</td>
</tr>
<tr>
<td>Content (Script writing)</td>
<td>Script was disjointed in content. Many grammar mistakes and inappropriate use of words.</td>
<td>Script was slightly disjointed in content. Some, but not much grammar mistakes and inappropriate use of words.</td>
<td>Script was cohesive: good use of target language. Minor deficiencies of grammar and choices of words.</td>
<td>Script was cohesive. Very little grammar mistakes and good choice of words.</td>
</tr>
</tbody>
</table>
Thank You!
Any Questions?


